


Elementary Universal Mentor Teacher Assessment Series


Developing Content-Rich Text Sets



Students must read, understand, and express understanding of complex texts on a regular basis in order to access content-specific standards and become college-ready. By developing a high-quality text set—a group of texts connected by a similar topic, theme, or idea—educators are able to bolster students' vocabulary knowledge through repeated readings and build students' knowledge by accessing common ideas across multiple texts.

- **ANALYZE** an upcoming unit to determine what topic will guide the development of your content-rich text sets.
- **DEVELOP** a [text set](#) around the knowledge and/or skills students will need to be successful on the end-of-unit task.
- **IMPLEMENT** your unit using the text set you generated and collect end-of-unit student work samples.
- **EVALUATE** the extent to which the text set you developed deepened the knowledge and/or skills of the two selected students and contributed to their success in the end-of-unit task.


Adapting High-Quality Materials to Meet Student Needs



A growing body of research supports the theory that high-quality instructional materials serve as an important anchor for educators, providing them with guidance and support with not just what to teach but how to teach it effectively. Unfortunately, too often, educators are expected to create instructional materials from scratch, which makes an already challenging job even more daunting, particularly for new teachers. Mentor teachers must be able to help their mentees identify and use high-quality instructional materials and modify those materials to meet the needs of diverse learners.

- **ANALYZE** an existing lesson or unit plan that supports the instruction of an upcoming standard or objective.
- **DEVELOP** adaptations to a lesson's resources, materials, and/or delivery demonstrating how you will adapt the lesson to meet the needs of two students in your classroom.
- **IMPLEMENT** the adapted lesson and collect student work samples.
- **EVALUATE** the implementation of your adapted lesson by responding to reflection questions.


Mentoring to Improve Content Instruction



To ensure students master the content they need to be successful, educators need both deep knowledge of their content and the ability to plan and deliver effective instruction. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, mentor teachers can support significant improvement in teaching practices.

- **ANALYZE** the needs of one mentee with respect to content instruction and identify goals.
- **DEVELOP** a coaching plan to support your mentee in achieving the goal(s) identified in Analyze.
- **IMPLEMENT** the coaching plan you developed.
- **EVALUATE** the success of your mentoring cycle by responding to reflection questions and collecting a reflection from your mentee as well.

Mentoring to Improve Classroom Management



Classroom management is an essential skill for new or resident teachers in order to lead a classroom focused on learning. There are three fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management. Through continuous relationship building and effective individualized support, educators can demonstrate significant improvement in teaching practices.

- **ANALYZE** the needs of one mentee with respect to classroom management and identify goals.
- **DEVELOP** a coaching plan to support your mentee in achieving the goal(s) identified in Analyze.
- **IMPLEMENT** the coaching plan you developed.
- **EVALUATE** the success of your mentoring cycle by responding to reflection questions and collecting a reflection from your mentee as well.